DOCUMENT RESUME

ED 174 777 CE 022 120

AUTHOR Wilson, Gary; Newcomb, L. H.
TITLE The Importance of Motivational Appeals to Cooperative Extension Agricultural Clientele. Summary of Research.
INSTITUTION Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE [79]
NOTE 15p.; Not available in hard copy due to light and broken type

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Correlation; *Extension Agents; *Motivation Techniques; Participant Satisfaction; *Participation; *Program Effectiveness; *Rural Extension
IDENTIFIERS Ohio

ABSTRACT

A study was conducted to determine the relationship of certain motivational appeals to the extent of participation of extension clientele, as perceived by these clientele. A stratified random sample of thirty counties from the ten extension supervisory areas of Ohio was used for the study. This sample provided for 395 adult agricultural clientele who had been served by or involved with the Ohio Cooperative Extension Service (CES). Data were obtained through the use of mail questionnaires. There were two major conclusions. First, in general, most agricultural clientele of the Ohio CES rated every motivational appeal used in this study in either the "used sometimes" or "used very little" categories. The appeals that were rated as being used the most include some of the following: stressing the importance of making some money; advertising an important person or noted guest speaker; advertising programs to challenge people (mentally) to accomplish more, and advertising programs to promote how to enjoy leisure time. Second, stressing the importance of making money, advertising that work will be easier or simpler, and advertising the need for serving others, were three appeals that were found to be positively correlated with at least two or more measures of participation. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SUMMARY OF RESEARCH

DEPARTMENT OF AGRICULTURAL EDUCATION

The Ohio State University
Columbus, Ohio 43210

ED174777

THE IMPORTANCE OF MOTIVATIONAL APPEALS TO COOPERATIVE EXTENSION AGRICULTURAL CLIENTELE

Gary Wilson and L. H. Newcomb

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gary W. Wilson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

Every county in the state of Ohio has an extension agent with an agriculture assignment. His main job is to communicate useful and practical research findings to agriculturalists in such a way that they understand, accept, and adopt such findings to obtain an improved status of social and economic well-being. However, before the agent can utilize any method of communication (meeting, program, demonstration) to obtain involvement from the public, he must first arouse the interest of his clientele. The agent must capture the clientele's attention and strive to motivate them to get involved. In order to accomplish this task, the agent must appeal to the clientele's needs and desires. Advertisers have been doing this for years. In fact, the satisfaction of human desires is the basis of advertising and marketing. The objective is to appeal to a specific desire and then demonstrate how that desire can be satisfied.

(E 022 120

THE IMPORTANCE OF MOTIVATIONAL APPEALS TO COOPERATIVE EXTENSION AGRICULTURAL CLIENTELE

According to Poffenberger (1932, p.35), it is the function of the appeal to awaken or arouse a dormant desire in the mind of the individual and to set into action the behavior mechanisms which will lead to satisfaction of the desire. Thus it can be concluded that the appeal's primary function is to motivate an individual to act or to participate in some program. For the purpose of this research, the kind of appeal just described will be referred to as a "motivational appeal."

There are many of these motivational appeals available for the extension agent to use. It is important that the agent exercise good judgment in selecting and implementing the most effective motivational appeal for a particular teaching situation.

PURPOSE AND OBJECTIVES

The purpose of this study was to determine the relationship of certain motivational appeals to the extent of participation of extension clientele perceived by these clientele. The objectives for the study were to answer the following questions:

1. What is the frequency with which certain motivational appeals are used by extension agents in agriculture?

2. To what extent does the use of certain motivational appeals relate to the amount of participation from the clientele?

3. To what extent does the use of certain motivational appeals relate to the effectiveness of an agricultural extension program as rated by clientele?

METHODOLOGY

A stratified random sample of 30 counties from the ten extension supervisory areas of Ohio was used for the study. The subjects that were used for the study were agricultural extension clientele that were not used in Nipah's study (1977). She randomly selected a 50% sample of participants for her study from the lists of extension clients provided her by the agents in the 30 randomly selected counties. The names of clients from each county not used by Nipah in her study constituted the sample for this study. This method provided for 395 adult agricultural clientele who had been served by or involved with the Ohio Cooperative Extension Service. Only 27 counties were used because three counties did not participate in the study. Data were obtained through the use of mail questionnaires.

The study was descriptive correlational research. Answers for objective one were obtained through the use of descriptive survey information. This information described how extension agricultural clientele rated the frequency with which certain motivational appeals were used by extension agents in agriculture. Correlational analyses of survey data provided

answers to objectives two and three. The correlational analyses indicated the extent that certain motivational appeals relate to the amount of participation from agricultural Extension clientele and the extent that certain motivational appeals relate to the effectiveness of an agricultural extension program as rated by clientele. The Pearson product moment coefficient of correlation was utilized in order to compute these relationships.

The use of experts in the fields of agricultural education and extension to evaluate the appropriateness and completeness of the statements of the questionnaire helped to establish the content validity of the instrument. A telephone interview procedure was used to follow-up a random sample of 14 non-respondents as a means of reducing external invalidity and helping generalizability of findings.

The data from 252 respondents and 14 non-respondents (a 65 percent return) were analyzed. Analyses of data were made in relation to the specific objectives of the study. The statistical techniques used in the analyses included frequencies and percentages, Pearson product moment coefficient correlations, and t-tests for the follow-up data of the non-respondents.

FINDINGS

Perceived Use of Motivational Appeals

The agricultural clientele rated the frequency with which each appeal was used on a scale of 4 for "used often," 3 for "used sometimes," 2 for "used very little," and 1 for "never used." (See appendix A for a copy of the questionnaire)

There were eleven motivational appeals evaluated by the clientele. The mean ratings of all the appeals were distributed into two groups: one group ranging from 2.5 to 3.5 which was in the "used sometimes" category and one group ranging from 1.5 to 2.5 which was in the "used very little" category.

The appeals with mean ratings in the "used sometimes" category (2.5 to 3.5) were as follows:

a. Stressing the importance of making more money
b. Advertising an important person or noted guest speaker
c. Advertising programs to challenge people (mentally) to accomplish more
d. Advertising programs to arouse curiosity
e. Advertising programs to promote that work will be easier or simpler
f. Advertising programs to promote the need for serving others and the importance of that service
g. Advertising programs by promoting that people will feel more worthwhile as a person

The appeals with mean ratings in the "used very little" category (1.5 to 2.5) were as follows.

a. Advertising programs to make people feel they will help maintain their health

b. Advertising programs to promote that life will be more physically comfortable

c. Advertising programs to promote how to enjoy leisure time

d. Advertising programs to gain participation on basis of fear

Perception of Agricultural Program Effectiveness

The agricultural clientele rated 23 statements concerning the overall effectiveness of the CES agricultural program on a scale consisting of "excellent (5)," "very good (4)," "good (3)," "fair (2)," and "poor (1)." (See appendix A for a copy of the questionnaire) To evaluate the overall effectiveness, four segments were involved:

Quality of Agricultural Extension Information

Sixty to 85 percent of agricultural clientele marked the eight statements dealing with extension information in the "excellent" or "very good" categories. The majority of the clientele rated the quality of extension information as "very good" with the mean value for all the eight statements being 3.86.

Quality of Agricultural Extension Methods

Fifty-five to 80 percent of the clientele in agriculture rated five out of the six statements as "excellent" or "very good." The one statement evaluating radio, television and spots was rated much lower with only 42 percent of the clientele rating it either "excellent" or "very good." The mean for all six statements was 3.68.

Quality of the Agricultural Extension Educational Program

Fifty-five to 65 percent of the clientele rated all four statements as being "excellent" or "very good." The mean value for all four statements was 3.60.

Quality of the Agricultural Extension Agent

Seventy to 80 percent of agricultural clientele rated all five statements as being "excellent" or "very good." The majority of clientele rated their agent very highly with a mean rating for the five statements being 3.86.

Quality of Overall Agricultural Program Effectiveness

There were 23 statements regarding the overall effectiveness of the agricultural program. This was a composite score adding together each of the four areas (extension information, extension methods, extension educational program, and extension agent) measuring program effectiveness. Eighty percent of the agricultural clientele rated the overall effectiveness from 76-115 (115 was the highest possible score). This fairly high rating was also reflected in the mean for all 23 statements which was 3.77.

Perception of Amount of Clientele Participation

The agricultural clientele rated their amount of participation in the CES agricultural program in four different areas. The area that gained the most participation was the use of the telephone. The clientele reported that they used the phone an average of 7.03 times during the past year in calls that were made to or received from the extension office. The number of times the agent visited the clientele's home in the past year was the lowest rated area of participation with an average of 1.65 visits. The average total participation for agricultural clientele was 17.65 which includes the four areas of participation added together.

Relationships Between Frequencies of Motivational Appeals and Effectiveness and Participation

The following relationships in relation to the score of each motivational appeal were found to be significant:

1. All the variables dealing with CES agricultural program effectiveness as well as the number of phone calls made, the number of meetings attended, and the total measure of participation were significantly related to the appeal of "stressing the importance of making more money."

2. The appeal of "advertising programs to make people feel they will help maintain their health" was significantly related to all the variables dealing with CES agricultural program effectiveness.

3. The quality of the extension educational program and the number of phone calls that were made to or received from the extension office were the two variables that were significantly related to the appeal of "advertising an important person or noted guest speaker."

4. All the variables dealing with CES agricultural program effectiveness as well as the number of phone calls that were made to and received from the Extension office were significantly related to the appeal of "advertising programs to challenge people (mentally) to accomplish more."

5. All the variables dealing with CES agricultural program effectiveness were significantly related to the appeal of "advertising programs to promote how to enjoy leisure time" and also related to the appeal of "advertising programs to arouse curiosity."

6. The appeal of "advertising programs by promoting that people will feel more worthwhile as a person" was significantly related to all the variables dealing with CES agricultural program effectiveness and the number of visits of the Extension agent to the clientele's home.

7. The appeal of "advertising programs to promote that work will be easier or simpler" was significantly related to the following variables:

8. The appeal of "advertising programs to promote the need for serving others" was related to all the variables concerning CES agricultural program effectiveness as well as the number of visits of agent to clientele's home, and the number of phone calls that were made to or received from the extension office.

The appeals of "advertising programs to gain participation on basis of fear" and "advertising programs to promote that life will be more physically comfortable" had no significant relationships with other variables.

CONCLUSIONS

The following conclusions were based on the findings of the study:

1. In general, most agricultural clientele of the Ohio Cooperative Extension Service (CES) rated every motivational appeal used in this study in either the "used sometimes" (2.5 to 3.5 range) or the "used very little" (1.5 to 2.5 range) categories. The appeals that were rated as being used the most (2.5 to 3.5 range) were the following (ranked in order of highest to lowest):

   a. Stressing the importance of making more money
   b. Advertising an important person or noted guest speaker
   c. Advertising programs to challenge people (mentally) to accomplish more
   d. Advertising programs to promote how to enjoy leisure time
   e. Advertising programs to arouse curiosity
   f. Advertising programs by promoting that people will feel more worthwhile as a person
   g. Advertising programs to promote that work will be easier or simpler
   h. Advertising programs to promote the need for serving others and the importance of that service

2. The following appeals were found to be positively correlated (p.05) with at least two or more measures of participation:

   a. Stressing the importance of making more money
   b. Advertising programs to promote that work will be easier or simpler
   c. Advertising programs to promote the need for serving others

RECOMMENDATIONS

The recommendations are based on the findings and the judgments of the writer:

1. Based on the available resources, agricultural extension agents should use in their communication efforts these motivational appeals which were found to be positively correlated to overall agricultural program effectiveness and to the amount of participation from clientele:

   a. Stressing the importance of making more money.
   b. Advertising programs to make people feel they will help maintain their health.
   c. Advertising programs to challenge people (mentally) to accomplish more.
   d. Advertising programs to promote how to enjoy leisure time.
   e. Advertising programs to arouse curiosity.
   f. Advertising programs by promoting that people will feel more worthwhile as a person.
   g. Advertising programs to promote that work will be easier or simpler.
   h. Advertising programs to promote the need for serving others.

2. Further research is needed in order to determine what other motivational appeals may be effective in gaining participation from clientele. Also, further research is needed on what really are the basic needs, drives, and motives of agricultural clientele of today.

3. The study should be replicated to increase generalizability of the findings.

QUESTIONNAIRE

The following is a list of appeals commonly used by extension agents to persuade people to become involved in their programs. Please evaluate each appeal as to the frequency with which you feel it is used in your agricultural programs. Circle a number ranging from four to one to evaluate each question.

APPEAL	I have seen this used often 4	I have seen this used sometimes 3	I have seen this used very little 2	I have never seen this used 1
1) How often do your extension programs in agriculture stress the importance of making more money as a main reason for participation?	4	3	2	1
2) How often are your extension programs in agriculture advertised so as to make you feel the programs will help you maintain your health?	4	3	2	1
3) How often is the advertising of extension programs in agriculture based on the idea that you will want to participate in them because you fear that if you don't participate, you may lose material things?	4	3	2	1
4) How often are your extension programs in agriculture promoted by advertising an important person or noted guest speaker in order to increase participation?	4	3	2	1
5) How often are your extension programs in agriculture advertised to make you feel that your life will be more physically comfortable as a result of your participation?	4	3	2	1
6) How often are your extension programs in agriculture advertised so as to challenge you (mentally) to accomplish more?	4	3	2	1
7) How often are your extension programs in agriculture advertised to promote ways which will help you learn how to enjoy your leisure time and lead a more entertaining life?	4	3	2	1

APPEALS	I have seen this used often 4	I have seen this used sometimes 3	I have seen this used very little 2	I have never seen this used 1
8) How often are your extension programs in agriculture advertised so as to arouse your curiosity to the point you will want to participate?	4	3	2	1
9) How often are your extension programs in agriculture advertised so as to make you feel that through participation in the program you will feel more worthwhile as a person?	4	3	2	1
10) How often do your extension programs in agriculture seek to get you involved based on the fact that if you participate in the program, your work will be easier or simpler than it would be without the benefit of the program?	4	3	2	1
11) How often do your extension programs in agriculture promote the need for serving others and the importance of that service in order to involve more people in extension?	4	3	2	1

For each of the following items, please circle the response in the column which best expresses your evaluation regarding that element of the total extension agricultural program in your county.

ITEM	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
A. INFORMATION					
1) Information is accurate.	E	VG	G	F	P
2) Quality of bulletins and publications.	E	VG	G	F	P
3) Information and assistance meets individual needs.	E	VG	G	F	P
4) Information is current.	E	VG	G	F	P
5) Extension as a source of new information and methods.	E	VG	G	F	P
6) Information is practical.	E	VG	G	F	P
7) Information is quickly available on request.	E	VG	G	F	P
8) Agent helps sort out conflicting agricultural information.	E	VG	G	F	P
B. EXTENSION METHODS					
9) Newspaper and magazine articles and columns.	E	VG	G	F	P
10) Radio and television programs and spots.	E	VG	G	F	P
11) Information received via mailing lists or direct mail.	E	VG	G	F	P
12) Seminars, conferences, schools, and field days.	E	VG	G	F	P
13) Demonstrations and testing programs.	E	VG	G	F	P
14) Special subject matter meetings.	E	VG	G	F	P
C. EDUCATION PROGRAM					
15) Program meets local expectations.	E	VG	G	F	P
16) Information is educational with a university base.	E	VG	G	F	P

ITEM	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
C. EDUCATIONAL PROGRAM (continued)					
17) Meetings that meet needs of local citizens.	E	VG	G	F	P
18) Citizens' opportunities to serve on extension boards and committees.	E	VG	G	F	P
D. EXTENSION AGENTS					
19) How agent relates to local citizens.	E	VG	G	F	P
20) Agent's ability to apply knowledge.	E	VG	G	F	P
21) Respect for agent from local farmers.	E	VG	G	F	P
22) Involvement of agent in civic affairs.	E	VG	G	F	P
23) Agent's communication with the public.	E	VG	G	F	P

PARTICIPATION IN AGRICULTURAL EXTENSION

1) How many times did an extension agent in agriculture visit your home in the past year? _____

2) How many visits did you make to your county or area extension office in the past year for agricultural matters? _____

3) How many phone calls to and from your county or area extension office relating to agriculture have you made and/or received in the past year? _____

4) How many meetings or programs connected with the Cooperative Extension Service in agriculture have you participated in the past year? _____

BIBLIOGRAPHY

Ball, Samuel. Motivation in Education. New York, San Francisco, and London: Academic Press, 1977, pp. 119-132.

Fay, Ivan G. Notes on Extension in Agriculture. New York: Asia Publishing House, 1962.

Gibson, Terry and Trisha Day. Appeals: An Extension Programming Tool. University of Wisconsin - Extension, 1976, pp. 7-9, 31.

Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. Eaglewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, pp. 10-20.

Institute for Development of Educational Activities, Inc. Motivation for Learning. Report of a National Seminar, 1971, pp. 2-14.

Kelsey, Lincoln David and Cannon Chiles Hearne. Cooperative Extension Work. 3rd Edition. Ithaca, New York: Cornell University Press, 1963, pp. 260-275.

Krishan, Pam. Agricultural Demonstration and Extension Communication. New York: Asia Publishing House, 1965, pp. 105-107.

Logan, Frank A. Fundamentals of Learning and Motivation. Dubuque, Iowa: William C. Brown Company Publishers, 1976, pp. 170-185.

Miller, Harry L. Participation of Adults in Education. Boston University: Center of Liberal Education for Adults, 1951, pp. 1-5.

Minnick, Wayne C. The Art of Persuasion. Cambridge, Massachusetts: The Riverside Press, 1957, pp. 29-34, 204.

Nipah, Sarah Constance. Needs and Priorities of the Clientele Served by the Ohio Cooperative Extension Service. Dissertation, The Ohio State University, 1977, pp. 1-17, 19-20.

Oren, John William. An Appraisal by Clientele of the Ohio Cooperative Extension Service. Ph.D. Dissertation, The Ohio State University, 1970, pp. 1-21.

Penders, J.M.A. Methods and Program Planning in Rural Extension. Wageningen, The Netherlands: H. Veenam and Zoner, 1956, p. 217.

Poffenberger, Albert T. Psychology in Advertising. New York: McGraw-Hill Book Company, 1932, pp. 31-36.

Singh, K.N., CSS. Rao, and B.N. Sahay. Research in Extension Education. New Delhi, India: Caxton Press Pvt. Ltd., 1970, pp. 107-190.

Smith, James L. "Motivating the Illiterate Adult," Adult Leadership, May, 1975, pp. 342.

Spaven, John. Campaigns in Agricultural Extension Programs. National Project in Agricultural Communications. East Lansing, Michigan, 1975.

Young, Richard E., Clarence J. Cunningham, Wayne F. Keffer, and S. Alden Hilliker. Extension Output Measures as Identified by Extension Clientele. The Ohio State University - Extension, 1976.

SUMMARY OF RESEARCH SERIES

The effectiveness of extension work at the county level is believed to be related to the public information program of the county office. The researchers in this study sought answers to questions designed to evaluate the importance of alternative types of motivational appeals to agricultural clientele. The findings should prove useful to all agencies serving similar clientele in rural settings.

This summary is based on a Master's thesis by Gary Wilson under the direction of L. H. Newcomb. Dr. Newcomb is currently an Associate Professor at The Ohio State University. Gary Wilson is a teacher of vocational agriculture at Patrick Henry High School, Hamler, Ohio. Special appreciation is due Donald L. Stormer, Assistant Director, Extension, 4-H Leader at North Carolina State University, Robert L. Gilliland, Leader, Personnel Development of the Ohio Cooperative Extension Service, The Ohio State University, Charles W. Sappington, State Leader, 4-H Youth Development, Mississippi State University, for their critical review of this manuscript prior to its publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. It is the purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited in the bibliography.

J. David McCracken, Professor
Department of Agricultural Education

SR 15 **1979**